**10.7.11**

## SAMPLE STATE GREEN RIBBON SCHOOL APPLICATION FORM

**Introduction:** The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools taking a comprehensive approach to greening their school. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts. The award criteria are intended to focus on measurable outcomes wherever possible.

This is a two step process. The first step is to complete and submit this form to be selected as a state nominee. If your school is subsequently selected, you'll be asked to complete the second step of the process by providing additional information for the nominee package that will be forwarded to the US Department of Education (ED).

Each state may submit up to four nominees to ED. Upon review, ED will then award up to 50 Green Ribbons from these nominees. Since not all states will choose to participate, it is highly likely that half or more of a state's nominees will win an award.

**Background:** Application reviews will be based on the applicant's demonstrated progress towards the goals of each of the three ED-GRS "Pillars":

1) net zero environmental impact;

2) net positive impact on the health and performance of students and staff;

3) 100% of the school's graduates are environmentally and sustainability literate.

Four items are important to keep in mind as you consider applying to become a nominee:

1) These are ambitious goals and few if any schools are expected to have achieved all three, or perhaps even 100% of any one of the pillars;

2) Schools demonstrating exemplary achievement in all three Pillars will receive the highest ranking;

3) It is important to demonstrate concrete achievement, using quantified measures wherever possible;

4) Be sure to attach supporting documents when they are available.

As you'll see in the application form below, the Department of Education has broken down each Pillar into "Elements" in order to provide more detail and explanation for what is meant by each Pillar. Each Element then has a series of questions which enable you to demonstrate your progress. Some questions have been grouped together into categorizes for the sake of clarity and organization. Finally, the outline below will give you a sense of the weight which will be given to each Element by the application review committee.

| **Application form outline:** | **Weight:** |
|---|---|
| PILLAR ONE: Net zero environmental impact | |
| Element 1A: Zero greenhouse gas (GHG) emissions | 15 points |
| Energy | |
| Buildings | |
| Element 1B: Improved water quality, efficiency, and conservation | 5 points |
| Water | |
| Grounds | |
| Element 1C: Reduced waste production | 5points |
| Waste | |
| Hazardous waste | |
| Element 1D: Use of alternative transportation to, during, and from school | 5 points |
| PILLAR TWO: Net positive impact on students and staff health | |
| Element 2A: An integrated school environmental health program | 20 points |
| Integrated Pest Management | |
| Ventilation | |
| Contaminant Controls | |
| Asthma Control | |
| Indoor Air quality | |
| Moisture Control | |
| Chemical Management | |
| Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time | 10 points |
| Fitness and Outdoor Time | |
| Food | |
| UV Safety | |
| PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate | |
| Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems | 20pts |
| Element 3B: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills | 10pts |
| Element 3C: Development and application of civic engagement knowledge and skills | 10pts |

## PILLAR ONE: Net zero environmental impact

*You can choose to demonstrate progress towards elimination of GHG emissions and waste as well as water and energy conservation by completing one or more of the questions below, or by other methods (see final question).*

### Element 1A: Zero greenhouse gas (GHG) emissions

**ENERGY**

A. If you have received EPA's ENERGY STAR certification, in what year was the certification earned:

_____

B. If you have reduced your total non-transportation energy use (i.e., electricity and temperature control) from an initial baseline, please provide:

Percentage reduction:_____%

Measurement unit used (kBTU/Square foot or kBTU/student): _____

Time period measured: from_____ to_____

What documents can you provide to document this reduction (such as ENERGY STAR Portfolio Manager reports) if requested?

_____

C. What percentage of your energy consumption is derived from:

On-site renewable energy generation:_____%

Purchased renewable energy: _____%

**BUILDINGS**

D. If you have constructed and/or renovated buildings in the past three years, what percentage of the building area meets Leadership in Energy and Environmental Design (LEED), Collaborative for High Performing Schools (CHPS), Green Globes or other standards? _____% What is the total constructed area?_____ What is the total renovated area? _____Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? _____

E. What percentage of your total existing building area has achieved LEED Existing Buildings: Operation & Maintenance, CHPS Operations, Green Globes or other standards?_____% What is the total building area?_____ Which certification (if any) did you receive and at what level (e.g. Silver, Gold, Platinum)? _____

F. If you reduce or offset the GHG emissions from building energy use, please provide:

Current Total GHG Emissions (MtCO2e)_____

Baseline Total GHG Emissions (MtCO2e)_____

Change from Baseline: GHG Emissions (MtCO2e) _____

Time period: from_____ to_____

Explain any offsets used?_____

G. Have you fully implemented the Facility Energy Assessment Matrix within EPA's Guidelines for Energy Management? Yes/No Has the school building been assessed using the Federal Guiding Principles Checklist in Portfolio Manager? Yes/No

H. What percentage by cost of all your furniture purchases is certified under the Business and Institutional Furniture Manufacturers Association's "level" ecolabel? _____%

I. Is an energy and water efficient product purchasing and procurement policy in place? Yes/No

J. Other indicators of your progress towards elimination of GHG emissions (describe in detail and include metrics if available):_____

_____

_____

_____

_____

_____

## Element 1B: Improved water quality, efficiency, and conservation

*Water use is a bigger issue in some regions of the country than others. Water should be conserved as much as possible and reused whenever possible, but a goal of zero use may not be realistic or even necessary in some areas.*

A. If you can demonstrate reduced total water consumption intensity (measured in gal/square foot) from an initial baseline, please provide:

Percentage reduction:_____%

Time period: from_____ to_____

What documents will you provide to document this reduction (such as ENERGY STAR Portfolio Manager reports) if requested?

_____

B. How often do you conduct audits of facilities and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings? _____

C. Describe how your site grading and your irrigation system and schedule is appropriate for your climate, soil conditions, plant materials, and climate, with an emphasis on water conservation:_____

_____

D. Do **all** your outdoor landscapes consist of water-efficient or regionally-appropriate (native species and /or adapted species) plant choices? Yes/No
Describe:_____

_____

E. Are alternative water sources (e.g., grey water) used before potable water for irrigation?

Yes/No Describe:_____

_____

F. If drinking water is acquired from the school's own well, are your drinking water sources protected? Yes/No Describe how they are protected:_____

_____

G. Do you have a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure in drinking water) in place?

Yes/No Describe:_____

_____

H. Have you been cited within the past three years for failure to meet federal, state or local potable water quality standards? Yes/No

I. Are all taps, faucets and fountains used for drinking and cooking cleaned on a regular basis to reduce possible bacterial and other contamination; and are faucet screens and aerators regularly cleaned to remove particulate lead deposits? Yes/No How often is such cleaning conducted?_____

J. Other ways you are working to improve water quality, efficiency, and conservation:

_____

_____

_____

**GROUNDS**

K. What percentage of your school grounds are devoted to ecologically or socially beneficial uses, including those that give consideration to native wildlife? Yes/no
Describe:_____

_____

_____

## Element 1C: Reduced waste production

**Waste**

*You can work towards elimination of all solid waste through increased, reduced consumption, reuse practices and recycling.*

A. What percentage of waste is diverted from the landfill or incinerator by reuse, composting, and/or recycling: _____% (total amount reused, composted or recycled)/( total amount reused, composted or recycled used + total sent to a landfill or incinerator)

B. What percentage of total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard: _____% (If a paper is only 30% recycled, only 30% of the cost of that paper should be counted towards the recycled portion.)

C. What percentage of total office/classroom paper content by cost is "totally chlorine-free" (TCF) or "processed-chlorine-free" (PCF) : _____%

**Hazardous waste**

*Please answer all the questions below if possible regarding elimination of hazardous waste streams.*

D. How much hazardous waste do you generate: _____lbs/student/year?

Describe the types of hazardous waste, how hazardous waste is monitored and how the amount above is calculated:_____

_____

_____

Please list each hazardous waste and the amount of each present at the end of the year_____

E. Is a Hazardous Waste Policy for storage, management and disposal of chemicals in laboratories and other areas with hazardous waste in place and actively enforced? Yes/No

F. Have you been cited within three years for improper management of hazardous waste according to Federal and State regulations? Yes/No

G. What percentage of total computer purchases by cost are Electronic Product Environmental Assessment Tool (EPEAT) certified products: _____% How do you dispose of unwanted computer and other electronic products?_____

_____

H. What percentage by cost of all cleaning products in use are certified "green," or can otherwise demonstrate that they meet the environmental standards of established eco-label programs? _____% Which standard(s) are you using?_____

I. Is your custodial program based in the principles of effective management and "green" service? Yes/No

J. Has your custodial program been certified by the ISSA Cleaning Industry Management Standard - Green Building (or an equivalent standard): Yes/No

K. Other indicators that you are reducing waste and eliminating hazardous waste:_____

_____

_____

_____

**Element 1D: Use of alternative transportation to, during and from school**

A. What percentage of students walk, bike, bus, or carpool (2+ students in the car) to/from school: _____% Describe how this information been collected and calculated:_____

_____

_____

_____

B, Do you have a no-idling policy on file and signs posted stating that all vehicles, including school buses and other vehicles dropping off and picking up students, are prohibited from idling on school premises? Yes/No

C. Are all vehicles loading & unloading areas at least 25 feet away from all buildings air intakes (including doors and windows)? Yes/No

D. Describe how your school transportation use is efficient and environmentally benign (e.g. the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet, or other indicators of significant reductions in emissions):

E. Have “Safe Pedestrian Routes” to school or "Safe Routes to School" been designated, distributed to parents and posted in the main office? Yes/No

Describe any other accomplishments you've made under Pillar One towards eliminating your negative environmental impact or improving your environmental footprint which you feel should be considered:

## PILLAR TWO: Net positive impact on student and staff health

***Please answer all questions under Pillar Two***

**Element 2A:** An integrated school environmental health program based on an operations and facility-wide environmental management system that considers student and staff health and safety in all practices related to design, construction, renovation, operations, and maintenance of schools and grounds

**Integrated Pest Management**

A. Do you have an integrated pest management plan in effect to reduce or eliminate pesticides? Yes/No

B. Do you provide notification of your pest control policies, methods of application and requirements for posting and pre-notification to parents and school employees? Yes/No

C. Do you maintain annual summaries of pesticide applications, copies of pesticide labels, copies of notices and MSDSs in an accessible location? Yes/No

D. Do you prohibit children from entering the pesticide area for at least 8 hours following the application or longer, if feasible, or if required by the pesticide label? Yes/No

**Ventilation**

E. Does your school meet the stricter of: ASHRAE Standard 62.1-2010 (Ventilation for Acceptable Indoor Air Quality) OR your state or local code? Yes/No Which one:_____

F. Are local exhaust systems (including dust collection systems, paint booths, and/or fume hoods) installed at all major airborne contaminant sources, including science labs, copy/printing facilities, chemical storage rooms? Yes/No

G. Have you installed energy recovery ventilation systems where feasible to bring in fresh air while recovering the heating or cooling from the conditioned air? Yes/No

**Contaminant Controls**

H. Radon: Have all ground-contact classrooms been tested for radon within the past 24 months: Yes/No

What percentage of all classrooms with levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?_____%

I. Carbon Monoxide (CO): If you have combustion appliances, do you have an inventory of all combustion appliances &do you annually inspect these appliances? Yes/No/No combustion appliances

Are CO alarms installed which meet the requirements of the National Fire Protection Association code 720? Yes/No

J. Mercury: Have all unnecessary mercury containing devices been replaced with non-mercury devices? Yes/No (Explain):_____

Do you recycle or dispose of unwanted mercury laboratory chemicals, mercury thermometers, gauges and other devices in accordance with federal, state and local environmental regulations: Yes/No

K. Chromated Copper Arsenate (CCA): Have all wooden decks, stairs, playground equipment or other structures treated with Chromated Copper Arsenate been replaced or sealed within the past 12 months? Yes/No

L. Secondhand Tobacco Smoke: Is smoking prohibited on campus? Yes/No

M. Asthma Control: Do you have an asthma management program in place consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools Guidelines? Yes/No

N. Indoor Air quality: Have you developed and implemented a comprehensive indoor air quality management program consistent with IAQ Tools for Schools? Yes/No

O. Moisture Control: Are all structures visually inspected on a regular basis and free of mold, moisture & water leakage? Yes/No Is indoor relative humidity maintained below 60% (cold climates during freezing temperatures should target 20-30%)? Yes/No Are moisture resistant materials/protective systems installed (e.g., flooring, tub/shower, backing, and piping)? Yes/No

P. Chemical Management: Do you have a chemical management program in place that includes the following elements:
-Chemical purchasing policy, including low- or no-VOC products
-Chemical inventory
-Storage and labeling
-Training and handling
-Hazard communication
-Spills, clean-up and disposal
-Select EPA's Design for the Environment - approved cleaning products

Yes/NoExplain_____

R. Describe any other measures regarding the school's built and natural environment that you take to protect student and staff health and which you feel should be considered:

_____

_____

_____

**Element 2B: High standards of nutrition, fitness, and quantity of quality outdoor time for both students and staff**

**Fitness and Outdoor Time**

A. What percentage of your students over the past year engaged in at least 150 minutes of school-supervised physical education and/or outdoor time per week?_____% What is the average amount of time over the past year that each student engages in school-supervised physical education and/or outdoor time per week? _____minutes/week

**Food**

B. Have you earned USDA's HealthierUS School Challenge award for school food? Yes/No

List award level earned:_____

C. What percentage (by cost) of food purchased is certified as environmentally preferable (e.g. Organic, Fair Trade, Food Alliance, Rainforest Alliance, etc.)? _____%

D. What percentage (by cost) of food purchased is grown and processed within 200 miles of the school (including food grown on school grounds)? _____% Does the school have an onsite garden in which the students participate?

**UV Safety**

E. What percentage of your current student body has participated in EPA's Sunwise Program or an equivalent program? _____%

**PILLAR THREE: 100% of the school's graduates are environmentally and sustainability literate**

*There are many pathways to achieving a 100% environmental and sustainability literacy rate. Please answer all of the questions below, and you may supplement this information by also describing alternative benchmarks of progress(see final question).*

**Learning and Environmental Literacy**

**Element 3A: Interdisciplinary learning about the key relationships between dynamic environmental, energy and human systems**

A. What percentage of last year's graduates scored proficient or better during their high school career on state or school:

environmental education assessments?_____%

sustainability assessments? _____%

environmental science assessments ? _____%

Briefly describe the assessment(s):

_____

_____

_____

B. Does your school or your state have an environmental or sustainability literacy graduation requirement? Yes/No
Describe:_____

_____

_____

C. Are environmental and sustainability concepts integrated throughout the curriculum? Yes/No
Describe:_____

_____

_____

_____

D. What percentage of your eligible graduates last year had completed Advanced Placement Environmental Science during their school career?_____% What percentage of these students scored 3 or better on the Advanced Placement Environmental Science assessment? _____%

E. If neither your state or school conduct environmental science, sustainability or environmental education assessments, what percentage of your students scored proficient or better on science education assessments in the last year? _____%

F. Are professional development opportunities in environmental and sustainability education available to all teachers at least every other year?Yes/No Describe a few of these opportunities:_____

_____

_____

_____

H. Does your environmental education program pay particular attention to scientific practices, such as asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument and applications based on evidence: Yes/No

I. Do your students have meaningful outdoor experiences (an investigative or experiential project that engages students in critical thinking, problem solving and decision making) at every grade level? Yes/No

**Element 3B: Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy**

A. Do your students graduate with a robust general science education that includes a deep understanding of life, physical, and earth sciences? Yes/No

Describe(e.g., percentages of enrollment in environmental and other earth sciences, assessments and post-secondary school or career intended focus):

_____

_____

_____

B. Does your curriculum provide a demonstrated connection between classroom content and college and career readiness, particularly to post-secondary options that focus explicitly on environmental and sustainability fields, studies, and/or careers? Yes/No

Describe:

_____

_____

_____

**Community and Civic Engagement**

**Element 3C: Development of civic engagement knowledge and skills, and students' application of these to address sustainability and environmental issues in their community**

A. What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment? _____%

B. Are your students required to conduct an age-appropriate civic/community engagement project around a self-selected environmental or sustainability topic at every grade level? Yes/No
What percentage of students satisfactorily completed such a project last year: _____%

C. Do you partner with local academic, businesses, government, nonprofits, informal science institutions and/or other schools to help advance the school and community toward the 3 Pillars and/or assist the progress of other schools,, particularly schools with lesser capacity in these areas? Yes/No
Briefly describe the scope and impact of these partnerships:

_____

_____

_____

D. Do you have outdoor classrooms on your grounds which include native plantings and do you use them to teach an array of subjects in context, engage the broader community and develop civic skills? Yes/No

What other indicators or benchmarks (quantified whenever possible) of your progress towards the goal of 100% of your graduates being environmental and sustainability literate do you feel should be considered:

_____

_____